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IN HIS NAME

English

for the Students of

ART AND

ARCHITECTURE

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PREFACE

The present book, *English for the Students of Art and Architecture*, is an ESP book which has been written in order to be used in teaching English to students in different architecture-related academic fields of study, especially for **Architecture, Industrial Design, and Urban Planning** fields. To make it beneficial to all students in these fields, the author has selected the common subjects in these fields on the basis of the syllabi approved by the Ministry of Science, Research, and Technology. The book consists of ten units, each consisting of different parts.

- ✓ **Title Page:** The title page has a picture relevant to the topic of the unit and a brief list of the contents of the unit as well as a famous quote relevant to the topic of the unit.
- ✓ **Keywords:** This part primarily aims to engage the students in the topic by introducing eight key words in the text. It gives the phonetic symbols and a simple definition for each word. The example sentences are intentionally extracted from the text that they are going to read with the intention of reducing the cognitive and lexical load that the reading of the text may incur.
- ✓ **Topic Preview:** The questions here are intended to have the readers think about the topic and refresh their background information about the topic so that they can read purposefully.
- ✓ **Reading:** As already mentioned, the topics covered in the book move from general topics shared by most architecture-related fields of study to specific topics. This part is the main part of the unit. The texts gradually increase in length and difficulty. Some pictures have also been given to be used by the teacher as advance organizers and/or to illustrate some concepts.
- ✓ **Comprehension Questions:** This part aims to help students assess their comprehension of the text. There are True-False and multiple-choice items.

- ✓ **Vocabulary:** The vocabulary part attempts to have the students pay more attention to the words in the text. Three types of vocabulary tasks are provided: Synonyms and Paraphrases, Fill in the Blanks, and Parts of Speech. Care has been taken that almost all the main words in the text be practiced here.
- ✓ **Grammar:** The focus of this section is on the selection of receptive grammar points, which are beneficial and important for the skill of reading comprehension. The grammar point in each unit is taken from the text so that the students can learn grammar in a contextualized way.
- ✓ **Translation:** The final activity in each unit is a translation task since translation is a necessary skill that students require in their future studies. The topics chosen for translation are relevant to the main topics of the units.

It is noteworthy to mention that the first eight units of this book have been taught in two consecutive terms by a number of my dear colleagues. They have been kind enough to teach it and to inform me, in person or via emails, about the mistakes and misprints, all of which have been taken into account. The final two units, units nine and ten, have been reviewed by two colleagues who had taught the first eight chapters. I am really grateful to them for the time and energy they spent to provide me with their valuable comments.

Dear teachers and students, I do request you to bless me with your comments.

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